

SOUTH CAROLINA SCHOOL FOR THE DEAF AND BLIND



ANNUAL REPORT 1985-1986

Printed Under The Direction Of The
State Budget And Control Board

LETTER OF TRANSMITTAL

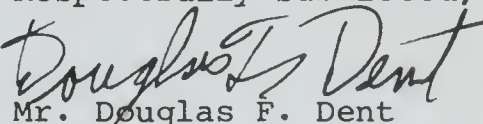
SOUTH CAROLINA SCHOOL
FOR THE DEAF AND THE BLIND

Spartanburg, South Carolina 29302

The Honorable Richard W. Riley
Governor of South Carolina
Budget and Control Board
Columbia, South Carolina

Honored Sir:

I have the honor to transmit, herewith to you and through you, to the people of our State, the One Hundred Thirty-eighth Report of the South Carolina School for the Deaf and the Blind. This Report covers the period from July 1, 1985 to June 30, 1986.

Respectfully submitted,

Mr. Douglas F. Dent
Chairman
Board of Commissioners

SOUTH CAROLINA SCHOOL
FOR THE DEAF AND THE BLIND

Spartanburg, South Carolina 29302

July 1, 1986

Mr. Douglas F. Dent, Chairman
Board of Commissioners
South Carolina School for the Deaf and the Blind
Spartanburg, South Carolina 29302

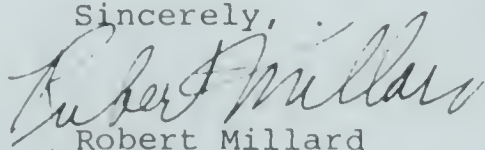
Dear Mr. Dent:

The One Hundred Thirty-eighth Annual Report is hereby submitted to the Board of Commissioners of the South Carolina School for the Deaf and the Blind. The information contained in this Report is for the purpose of informing the General Assembly and the people of South Carolina of the activities and accomplishments of the School for the fiscal year 1985.

During the past year, our school has made progress in improving the quality of our programs. We have continued to build a closer relationship with local school districts. More outreach services have been offered in the local community. We have begun a pilot Childrens' Habilitation Center as a licensed special hospital. We have expanded the capabilities of our vocational programming. We have continued with the curriculum work of several departments. Finally, we have continued to institutionalize procedures for creating positive change in our organization through departmental goals and objectives, summer planning, the Annual Board Retreat, performance appraisals, and meetings with our Parent Advisory Committee.

We appreciate ever so much the continuing support of our Board of Commissioners, as we seek to fulfill our duties and responsibilities to the deaf, blind and multihandicapped children and to the people of South Carolina.

Sincerely,



Robert Millard
President

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SOUTH CAROLINA SCHOOL FOR THE DEAF AND THE BLIND

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Dr. Charlie G. Williams, State Superintendent of Education, Room
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Dr. Terry Peterson, Representative from Governor's Office

Dr. Robert S. Jackson, Commissioner
State Department of Health and Environmental Control
J. Marion Sims Building and R. J. Aycock Building
2600 Bull Street, Columbia, S. C. 29201
Dr. James E. Padgett, Jr., Representative

INTRODUCTION

The South Carolina School for the Deaf and the Blind has had a long history of providing services to children with severe visual and hearing impairments from across the State. The School for the Deaf and the Blind is supported by the State of South Carolina with direct appropriations each year from the General Assembly, as authorized by the South Carolina Constitution (Article II 3 and 5, 1962). The Legislature appropriated \$9,149,234.00 for fiscal year 1985-86. In addition to this, federal and other fund receipts amount to \$1,265,632.00.

Supervision and control of the affairs and government of the South Carolina School for the Deaf and the Blind is vested in the eleven member Board of Commissioners (listed previously), nine members of whom are appointed by the Governor for terms of six years. The Board consists of a representative from each congressional district, three members at large of which one shall be blind and one shall be deaf and two ex-officio members (State Superintendent of Education and State Health Commissioner).

The major purpose of the South Carolina School for the Deaf and the Blind (SCSDB) is to provide comprehensive educational services of sufficient scope and quality to assure the optimum educational, emotional, social and physical development of each deaf, blind and multihandicapped student enrolled. A related purpose is to increase each student's ability to combine occupational knowledge gained through appropriate training and study with basic academic skills to the extent that each student will eventually actualize his/her full vocational potential.

Since SCSDB is the State residential school and comprehensive educational center for sensory impaired and multihandicapped students in South Carolina, it is in a position to provide services and consultation which will benefit all programs for sensory impaired students and adults throughout the State through serving as a learning resource center, a demonstration school, and a center for community/continuing education.

The material contained in this report provides an opportunity to learn how SCSDB utilizes its resources to accomplish its missions and goals.

HISTORY

The South Carolina School for the Deaf and the Blind, established by the Reverend Newton Pinckney Walker had its origin at Cedar Spring in Spartanburg County in a former hotel building. Opening in January of 1849 as a private endeavor, the enterprise was endorsed by the then Governor Seabrook in November of the same year, after his inspection of the facilities: "Although the Institution was not open until the 22 of January last, the remarkable proficiency of its scholars assured us of the capacity, skill and assiduity of the Principal. We, accordingly, resolved publicly to recommend to the parents and guardians of mute children Mr. Walker's School, as well entitled to their patronage and confidence."

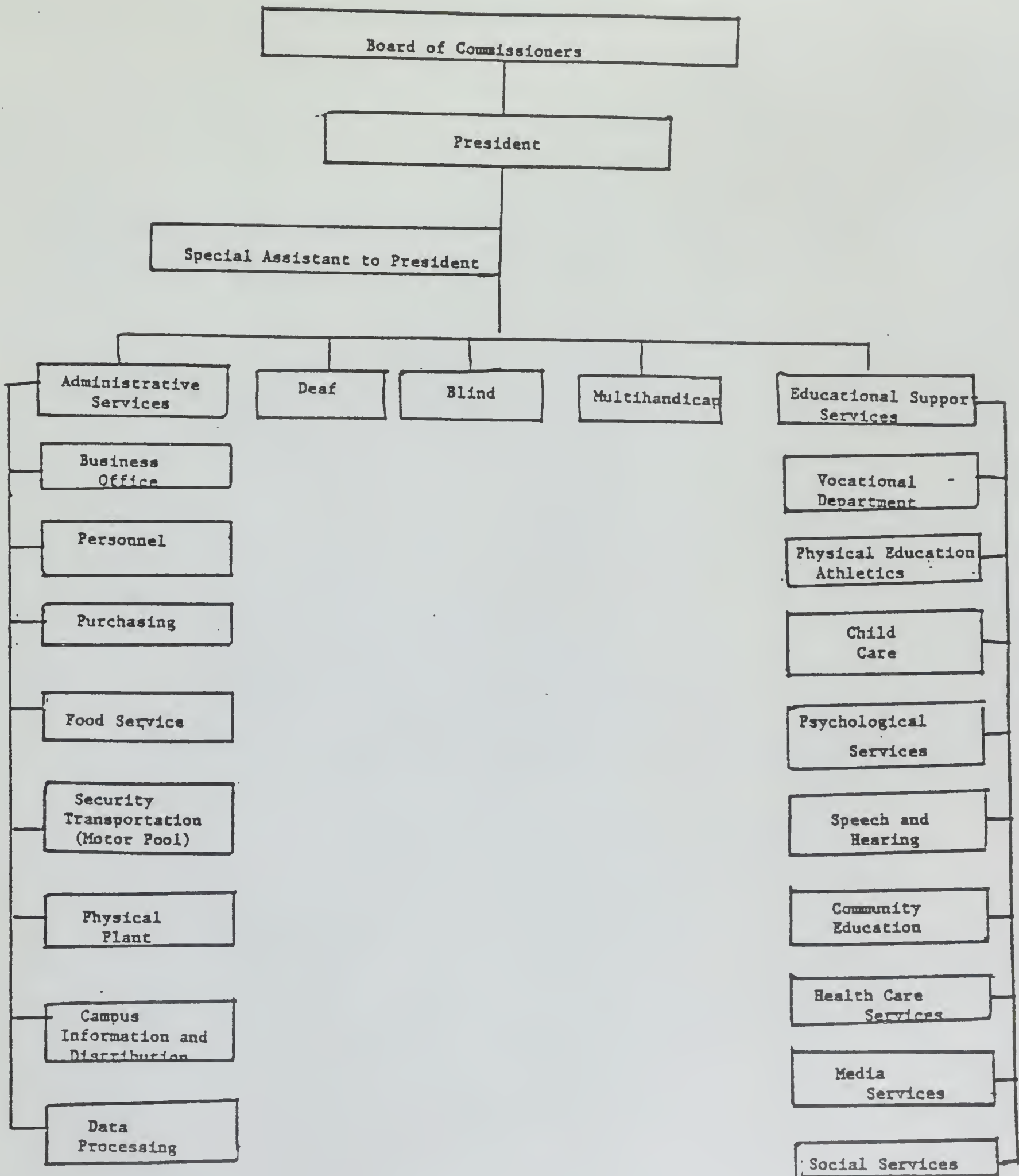
The School property, as well as ample surrounding lands to provide for future expansion, was purchased in 1856 by the State. This was the wish of the founder: "I submit for your consideration, and of citizens of the State generally, that private property, being subject to forego material changes, is always unsafe for public purposes. My great desire is that the Institution in some form be perpetuated in all time in such a manner as to reflect honor."

Upon the untimely death of Reverend N. P. Walker in 1861, the Board of Commissioners did not appoint a successor citing monetary and other reasons: "The Professors and their Assistants are connected by blood or marriage, the utmost harmony prevails, and each appears desirous of advancing the institution and the introduction of a stranger as Superintendent would probably cause dissatisfaction and destroy that harmony which is necessary to success. The only change made in the employees is the appointment of a Steward, who is the son of the late Superintendent."

The institution remained open throughout the Civil War under the guidance of Mrs. Martha L. Walker, the wife of the founder. During Reconstruction years the School operated intermittently, but was reopened in 1876 with N. F. Walker, son of the founder, as Superintendent and has operated continuously since that time. Succeeding Dr. N. F. Walker were William Laurens Walker, William Laurens Walker, Jr., Newton Farmer Walker, and Dr. A. Baron Holmes, IV.

The School has expanded from a single building into a spacious and beautiful campus adorned with twenty-eight major buildings, including the original main building constructed in 1859.

Prior to the establishment of the State School, South Carolina had provided an allotment for deaf and blind children; deaf children attended the Hartford Institution in Connecticut, while blind children attended the School for the Blind in Boston. In 1848 this Act was amended to provide the sum of \$100.00 per student, per annum, to be paid to N. P. Walker in support of his efforts. From a class of five deaf pupils under one instructor, the School has grown to its present capacity of approximately 389. It is operated by an eleven member Board of Commissioners, nine of whom are appointed by the Governor and two ex-officio members; State Superintendent of Education and Commissioner, State Department of Health and Environmental Control.



CENTRAL ADMINISTRATION

The organizational structure of SCSDB is presented in Figure 1. The immediate Executive Head of SCSDB is the President, who is responsible to the Board of Commissioners and is responsible for the day-to-day operation of the School.

In addition to the President, the Executive Staff includes one director, five principals of the schools, Assistant to the President, the Dean and Psychological Services. The director and principals are listed as follows:

Mr. Robert L. Millard, President
Mr. Paul Manly, Director of Administrative Services
Mr. Patrick Dowling, Principal of the Deaf School
Mr. Dennis Thurman, Principal of the Blind School
Mrs. Brenda Shirley, Principal of the Multihandicapped School
Dr. Forrest Hutchings, III, Psychological Services Director
Mr. Michael Kelly, Dean
Mr. Thomas Bannister, Assistant to the President

The above persons and the President, have overall responsibility for detailed planning. Their task is to delineate both long-range and short-range plans for obtaining optimum resource utilization and the accomplishment of the School's major missions and goals.

SCHOOL FOR THE DEAF

PURPOSE:

The School for the Deaf serves students from ages four to twenty-one whose parents reside in the state of South Carolina. The primary target population are students that have a hearing loss so severe that even with the benefit of amplification, the person is unable to hear or understand speech. The School for the Deaf is responsible for providing a full range of educational programs and instructional services to meet the diverse needs of hearing-impaired students. The curriculum is focused on providing learning experiences for each child to grow educationally, morally, socially and emotionally. The primary goal for all of the students is to prepare them to be self-supporting members of our society that will strive to contribute positively in all of their endeavors.

OPERATIONS:

The school year began on August 19, 1985 with 133 students. There was a maximum enrollment of 148 at one point during the school year. In May of 1986, 28 seniors graduated from SCSD. There were 27 teachers and 7 teacher assistants providing services to students in the two academic buildings housing hearing impaired students.

PROGRAM ACCOMPLISHMENTS:

- Each year brings new students and new challenges. This year 52 enrolled in Thackston Hall and 3 students in Re-Ed. On April 1 we enrolled a student who attended school in the Herbert Center from 8:00-1:00. Of our total population, 11 were new students.

- Last spring we applied for and received an EIA Grant for \$2,000 to use for our Enrichment Class. We were able to spend \$1,500 for materials; the remaining \$500 had to be used for a consultant. The students in the Enrichment Class are intelligent and they are progressing.
- A Resource Room was established in Thackston Hall to serve students that needed individual help in identified weak subject areas.
- The Speech and Hearing Department was responsible for a Speechreading Curriculum and an Auditory Processing Curriculum. In-service training for the teachers helped them use the materials more effectively.
- Three more classrooms were equipped with auditory trainers. We now have a total of six classes using auditory trainers,
- The Curriculum Coordinator got new math materials for our three youngest classes. The materials are manipulatives, and the children really have enjoyed working with them.
- The teachers began working on Target Linguistic Structures in language. They were required to write up TLS's they planned to use. They seem to be progressing in their understanding of the process.
- The younger children were given pre/post tests using the TERLA. Some students were tested using the GAEL. All teachers except the Non-Graded Class teacher, will be responsible for checking their students' progress in Language, using the TAGS.
- A song/sign group began with assistance from 3 teachers. There are 12 children in the group and they are known as "Hands Up." This is a very effective group and they have been well received at the school and in the community.
- The Professional Development Committee for Thackston Hall presented several interesting programs.
- This year we had 56% of our parents to come during the two-week period September 30-October 11 for IEP meetings.
- Our May Day Program was a success. The theme was "Friends." We had 58% of our parents in attendance.
- Three Converse College seniors chose to do student teaching in Thackston Hall. Two girls taught for twelve weeks - one in the kindergarten class and the other in the second/third grade class. Another girl taught in two different classes for six weeks each. A young man already teaching worked for a short time in the seventh grade class.
- During Awards Day seven students received certificates for perfect attendance; one girl received a certificate for making the Honor Roll three times. A girl from our building received the Thackston Award, and a boy in the eighth grade class got the Citizenship Award from CSEA.
- A Preparatory class was established in the high school for the first time. The purpose of this additional year between the 8th grade and the 9th grade is to provide more time to improve basic skills before the students enter high school.
- A ceremony was conducted for 9th Grade students with diplomas being awarded to students for the completion of their elementary years.
- The sophomore class was organized for the first time by electing class officers and selecting advisors.
- The freshmen, sophomores and juniors enjoyed "Mayfest '86" in Columbia. This provided an opportunity for hearing impaired students in public schools and in residential settings to get acquainted and share their experiences.

- The Jr. NAD was active with the largest membership in the history of the school. This organization sponsored the Miss SCSD and Mr. SCSD pageants. Eleven members attended the Jr. NAD National Convention in Washington, DC and two members attended the National Youth Leadership Conference in Minnesota.
- Six seniors and their sponsor attended Close Up, a week of intensive study of our nation's government in Washington, DC.
- Twenty-eight seniors graduated on May 29, 1986. Six students have been accepted into post-secondary programs in Washington, DC, North Carolina and Florida.
- Walker Hall Professional Development Council arranged excellent once a month professional development meetings for the high school staff.
- A record number of parents of high school students attended IEP conferences and participated in homecoming activities. Many families stayed in the school dorms.
- Two periods daily were devoted to sign language instruction for four transfer students. A teacher from the Communication Department and high school staff provided intensive training in developing and improving communication skills.
- Two high school teachers served as teacher/counselors to provide more counseling for some of the students.
- A two week LANGUAGE PROCESS APPROACH workshop was conducted for the Thackston teachers last summer in preparation for writing Target Linguistic Structures. A new Lesson Plan format was developed to be used during the 1985-86 school year.
- A new basal Math program was voted on, by the Thackston teachers, for adoption during 1986-87.
- The high school Reading teachers meet once a week, throughout the year, to discuss READING AND DEAFNESS (King & Quigley) with the Curriculum Coordinator. The end goal is to rewrite the Philosophy statement and investigate our purpose in teaching Reading to high school students.
- The Curriculum Coordinator generated 28 program objectives in response to the Legislative Mandate for program accountability for State-operated Programs. The final document will be ready in mid-June.
- The Curriculum Coordinator made two visitations, at the request of public school officials, to consult with personnel involved with Hearing-Impaired.
- The Computer Resource Teacher and the Curriculum Coordinator were invited to present a paper at the South Carolina Council for Exceptional Children in February at Hilton Head, SC.
- A Chapter I proposal was funded for a specialized computer Language Program (Micro-Lads) in conjunction with the Language Process Approach for selected elementary students.
- A teacher aide was hired, as part of a Chapter I proposal, to teach Edmark Reading to selected elementary children.
- A Chapter I high school reading teacher was funded as a continuation project.
- A Chapter I proposal was funded for the teaching of mathematics to three classes in Thackston Hall. The approach (Unifex) is a spinoff of the Montessori Approach.
- As part of another Chapter I proposal, there were 21 story-telling sessions presented to selected children in Thackston Hall. Each child got to keep and take home the 21 stories.

- The Curriculum Coordinator participated in a Thinking Skills Workshop, offered by the Curriculum Division of the State Department of Education, as part of the EIA mandate.
- The Computer Resource Lab served all students from pre-school through high school. Classes rotate through the lab once a week for a 45 minute period. Presently we have 10 Apple computers, two printers and in excess of 100 software programs.
- Three individuals from Walker hall received training and are currently certified evaluators for APT (Assessment of Performance of Teaching.)
- The SC Parent Infant Program expanded from a small pilot area of the upstate (1984-85) to a program currently serving 29 counties of the state. Further development of the SCPIP in an additional 15 counties of the state is scheduled for May, 1986, therefore increasing program service capability in 44 of the 46 SC counties.
- During the week of July 21-27, 1985, a comprehensive SKI*HI training workshop was held on the campus of SCSDB. Twenty-seven new parent advisors throughout 27 counties of the state were recruited, interviewed, and hired to participate in the workshop. Mrs. Linda Lasher, a national certified SKI*HI trainer, provided program instruction during the six-day session.
- All current parent advisors are professionals in the field of hearing impairment, i.e., speech/language pathologists, teachers of the hearing impaired, and audiologists.
- Forty-one hearing impaired pre-school children were identified and served in the SCPIP.
- Efforts to promote statewide interagency cooperation, develop and implement a sophisticated public awareness program, increase loaner hearing aid bank, and expand parent lending library were accomplished.
- Five regional material centers were established in the state, i.e., Spartanburg, Greenville, Greenwood, Lancaster and Aiken counties.
- Three in-service workshops were offered by the SCPIP to state parent advisors during 1985-86.
- A professional library was developed in the Walker Hall Library. About 500 professional sources have been processed.
- Library orientation was given to some classes from two to four weeks in the fall.
- About 80 educational games, about 200 filmstrips and over 1000 books were either processed or reprocessed; however, much work is still needed to be done.
- To date, we have the sources that are processed properly: 188 periodicals (including professional ones), 3105 books (also including professional books, 443 filmstrips (including kits and sets), and 88 educational games.
- We have made the equipment available for anyone, including students, to use in the Library -- which are microreader for both microfilms and microfisches, filmstrip/cassette projector, individual filmstrip viewers, filmstrip/slide projector, manual viewer, projector for special cartridges, and typewriter. We will be adding to the list a Commodore 64 computer and monitor.

- A library committee was developed to help create new ideas for better library services to mainly the students and secondly the faculty members. The Committee had a meeting in mid-May and agreed that for next year we are to cut down the number of periodicals, to add some new books while weeding some old ones, to develop reading programs, to improve the look of the library, to have special library activities for different subjects or events occasionally, and to meet monthly.
- The Manual Communications Program offered sign language training in the form of sign language classes for new staff. Emphasis was directed towards job-related communication competence.
- Individuals participating in the program were responsible for completing one sign language project to improve their sign language and/or those skills of students, parents, and staff.
- The Manual Communication Program has operated a full-time Sign Language Lab to provide training for staff. Level 3 staff have had lab requirements this year in place of formal classes.
- Level 3 sign language evaluations have been completed on 75 staff.
- All Level 3 teachers and youth counselors were video-taped on the job-setting and given feedback on their sign language skills.
- The number of sign language training video tapes has been increased to 90.
- The Manual Communication Program has duplicated 319 training video tapes for parents, local school districts, and staff this year.
- Interpreter services for on-campus activities have been coordinated by the Manual Communication Program.

SCHOOL FOR THE MULTIHANDICAPPED

The Multihandicapped School has continued this past year to improve upon programs and expand services to students who have such severe handicapping conditions that "special" programming is needed beyond what the public schools can provide. The ultimate goal of this programming is to assist students to become as independent as possible. Mainstreaming is done whenever possible for students who make sufficient progress for this to be beneficial.

MULTIHANDICAPPED EDUCATION DEPARTMENT

PURPOSE:

The education department of the Multihandicapped School has as a primary goal the training of students in order that they might become as independent as possible. As much normalization as possible is the goal whether that involves academic education, vocationally oriented training or independent living skills training.

OPERATIONS:

The Multihandicapped School served 122 students during the 1984-85 school year.

Sixty staff members served the educational needs of the Multihandicapped School.

During the 1985-86 school year major emphasis has been placed upon studying ways through which program improvements can be made based upon technological advances, current research data, and comparative data from other similar institutions.

ACCOMPLISHMENTS:

- One hundred twenty-two IEPs were conducted for students of the Multihandicapped School.
- Twenty new students were admitted to the Multihandicapped School during the 1985-86 school year.
- The Curriculum Laboratory at Herbert Center containing a professional library, materials resource section, teacher work area, and "conference room" continues to expand and provide additional resources for staff usage.
- Thirty-two in-service programs were presented at Herbert Center during the 1985/86 school year. The Multihandicapped and Blind Schools shared Dr. Sherrill Butterfield of Boston College, for in-service training in language and vision handicaps.
- One hundred percent of the students enrolled in the Multihandicapped School were served by the Music Program.
- A number of musical variety programs were presented by the multihandicapped students including "Sing on America". Our first piano recital was held and featured six student performers.
- Fifty multihandicapped students were served in the Pre-Vocational Training Program.
- A pre-vocational workshop situation was provided in the Herbert Center for orthopedically handicapped students in order to alleviate transportation and health-related problems. Three craft sales were promoted through the Pre-Vocational Program.
- Thirty-seven students were served by the Home Living Skills Program; twenty-five in classrooms and twelve in the advanced residential training program.
- The Fourth Annual Graduation Luncheon was held in the "Home Living House."
- Fifty-one students were served by the Language Resource Program directly and consultation was provided to the benefit of an additional thirty-four students.
- Sixty-five psycho-educational evaluations were completed; 43 for students currently enrolled and 22 for new applicants.
- Thirty-eight applications were made to the Multi-Handicapped School for student admission.
- Staff members attended various conferences and workshops throughout the year.
- The third annual "Parent Orientation Day" was held and provided an excellent opportunity for staff-parent communication.
- Several instances occurred when staff members provided technical assistance to public school districts.
- The telephone Pioneers adopted the Multihandicapped School for the 1986-87 school year. We will be receiving \$62,000 to purchase needed equipment for classrooms and dorms.

MULTIHANDICAPPED CHILD CARE DEPARTMENT

PURPOSE:

The child care department serves as a second home for students attending the Multihandicapped School who, because of geographic distance or special needs, cannot live at home and profit from our educational programs. The responsibility of this department is to provide a relaxed and loving atmosphere for residential students while maintaining programs consistent with identified student needs.

OPERATIONS:

The needs of our residential students were served by 39 staff members in the Multihandicapped School.

Students participated in recreational activities, activities of daily living and other activities designed to complement and supplement programs offered through the education department.

Behavior control and counseling were major responsibilities of dormitory personnel in the Re-Ed Program.

ACCOMPLISHMENTS:

- Students participated in field trips to area restaurants, malls and parks as well as athletic events.
- Many students participated in arts and crafts projects.
- Activities provided for students during the dormitory hours were picnics, parties, feature length movies, opportunities to play video games, kite flying, volleyball, swimming, frisbee throwing, T-ball, badminton, and cookouts.
- Four dormitory day rooms were redecorated to provide a more home like atmosphere.

SCHOOL FOR THE BLIND

PURPOSE:

The South Carolina School for the Blind has as its on going purpose the development in its students those qualities of body, mind and spirit which will enable them to meet the responsibility to good citizenship in American society; to develop in each individual the ability to achieve happiness through independence and the realization of their own personal worth; to develop attitudes and interest that will provide moral and ethical values to each individual; to encourage each student to develop his/her own talents that will contribute to the richness of their lives and to their communities, and to work and play cooperatively with others.

PHILOSOPHY AND OBJECTIVE:

The South Carolina School for the Blind subscribes to the philosophy that every child is entitled to be educated to the full extent of his/her capabilities whether in public school or in the residential setting. For those that require education in a residential setting, the School for the Blind provides a very special form of education that is not available in public school programs. It is our belief that blind children with all kinds of exceptionality are to be given an opportunity for training, learning and growing as individuals.

The school provides leadership in the development of specialized forms of comprehensive educational services focused on the needs of all kinds of children with visual handicaps. The program is staffed and equipped so that it will serve as a model for the education of visually impaired children. The school offers opportunities that are not often available in the school districts (i.e. specialized instruction in independent living skills, physical education, home making, arts and crafts, orientation and mobility, and music).

An instructional program adapted to each child's academic ability and development as often happens, a close personal relationship develops between teachers and students which is made possible only because of the low student-teacher ratio and the interests shown by the staff in all phases of the student's physical, emotional and mental development.

OPERATIONS:

The School for the Blind is coordinated by a principal, supervising teacher, 17 classroom teachers, three orientation and mobility instructors, a full-time librarian and two full-time music instructors; 5 teacher assistants and one secretary. The school also draws upon support of the physical education department and the School of Vocational Education. Support is also given by other departments such as psychology as the need is felt.

During the 1985-86 school year, the school provided instruction and extra-curricula activities to 63 students from South Carolina. Instruction included activities in language arts, mathematics, social studies, natural sciences, health, orientation and mobility, reading, fine arts and independent living skills. The high teacher-pupil ratio provided for individual attention wherever it was needed. The staff of the School for the Blind is composed of teachers who are skilled in a variety of special methods and has available resources for teaching through a wealth of auditory stimuli, tactual material, personal contacts, and real life experiences, as well as through books, recordings, and standard classroom procedures. In addition, every teacher is certified by the state of South Carolina as an elementary or secondary teacher with additional certification for educating the visually handicapped.

In order to meet the very unique needs of many of our students the school relies upon additional individualization of programs through the department of psychological services, school counselors, department of audiology, speech therapists, behavior management specialist, health and medical care personnel, and the SC Commission for the Blind. Other services are available on an "as need" basis.

ACCOMPLISHMENTS:

- An in-service was held in April for all state teachers of the visually handicapped, as well as the staff of the School for the Blind and the Georgia Academy for the Blind. The in-service was conducted by Dr. Sherrill Butterfield, Boston College, and centered on improving the educational plan for pre-school blind children and for the multihandicapped blind. A very large turnout indicated the success of the programming. The success was further insured by the cooperation of the Multihandicapped School.
- The annual parents weekend was held in April for the elementary school, and again, a very large crowd attended. The children's play, Rumpelstiltskin, was the highlight of the weekend and parents and other family members gained from the opportunity to talk about student's progress with teachers and other faculty members of the school.
- In October a secondary weekend was held for students from the School for the Blind and secondary students from throughout the State of South Carolina. Many students enrolled in public school programs in Florence, Columbia and other parts of the state attended, and benefitted from listening to a large number of blind people employed in various occupations. They gained first-hand knowledge of the skills necessary to enter each occupation and the daily routine of each job category.
- Three students with their sponsor attended the Close-Up Program in Washington, DC in April. These students experienced first-hand the workings of the United States Federal Government and had an opportunity to meet many of their own delegation, including Senator Strom Thurmond. All the students reported having a fine learning experience in Washington and all wished they had the opportunity to go back again.

- The Music Department again presented two excellent programs during the school year. The first was the Christmas Concert which drew a very large crowd and the second, the Spring Concert at the end of April.
- The School for the Blind continued its outreach services to various public schools, including extending its orientation and mobility program to include School Districts Nos. 2, 3, and 5 in Lexington County; Nos. 1 and 2 in Richland County, as well as the Pickens County School Program and consultation with various districts around the state.
- Field trips were made by all age groups of the school and included trips to Clemson for the biology exam and to the camps run by the National Federation of the Blind at Rocky Bottom. Students also participated in field trips to Ninety-Six, SC, the site of a Revolutionary War battle and to various offices of state and local government.
- Teachers continue to participate in numerous curriculum development projects on campus and to increase their professional skills through in-service. In addition, many teachers took a course offered by the University of SC on our campus in Education for the Low Vision Student by Dr. Sandy Parsons from Columbia.
- The School for the Blind welcomed eight new students to our campus.

DIVISION OF EDUCATIONAL SUPPORT SERVICES

This Division's responsibilities include all instructional support programs in the Blind School, the Deaf School and the Multihandicapped School. Three major departments in Educational Support Services are the Student Affairs and Daily Living Skills Departments, the Vocational Department and the Physical Education Department. The Community Education Department with offices in Spartanburg and Charleston serves the adult handicapped population. This department also extends support and assistance to the handicapped community education program in Richland District One, Columbia. Other departments in the Division include Psychological Services, Speech and Hearing, Media, Health Services, and Social Services. Information describing purpose, operations and program accomplishments of each of these areas is presented below.

STUDENT AFFAIRS DEPARTMENT

PURPOSE:

The Student Affairs department comprises the recreational, leisure, residential and daily living skills components of the program for dormitory students in the deaf and blind schools. The department provides the programs, services, care and supervision for students in the afternoon, evening, night and morning periods. A residential student spends 2/3 of each day involved in the activities and guidance of the Student Affairs department. The department strives daily to provide a positive, nourishing, pleasant and safe home-like setting for visually impaired, hearing impaired and vocational technical students ages 4-21.

Student Affairs goes way beyond dividing students into small groups, assigning each group to a youth counselor who provides appropriate supervision and maintaining a daily routine for proper eating, sleeping, washing, dressing, studying and relaxing. The department has established an energetic after school program which organizes recreational activities, art classes, field trips, computer games, campus jobs, drama clubs, swimming and special events. These activities in combination with formal team sports offer students a wide array of

experiences. The goal of the Student Affairs department is to design an interesting, educational, caring environment that enhances classroom instruction and allows students feelings of both challenge and protection and thus promotes maximum development of individual skills.

OPERATIONS:

The Student Affairs department has staff members working on every shift. In 1985-86 the department consisted of: Dean of Students, Assistant Dean for high school students, Assistant Dean of elementary students, a Secretary, three Dorm Directors, 31 Youth Counselors, two Recreation Specialists, an Art Teacher, five recreation aides and a third shift supervisor. The work schedules for Sunday evenings and Monday-Thursday from 3:15 pm to 8:00 am are designed for students to have maximum supervision during afternoon and evening periods with less personnel during student sleeping times, and again more staff for the early morning hours. Student Affairs is also frequently asked to provide supervision during scheduled special weekend events.

PROGRAM ACCOMPLISHMENTS:

Providing a safe and productive dormitory program for over 150 students is a major annual accomplishment. Specific achievements unique to this year are outlined below.

- The Student Affairs department continues to place a major emphasis on training and in-service. In 1985-86 the following areas were covered in 20 training sessions: Safety, Stress Management, Issues in Deafness and Blindness, Parent Communication and Recreation.
- Two staff attended a 5 day supervisory department training program offered by the SC Division of Human Resource Management. Three staff members attended the Convention for Association of Instructors of the Deaf. Three staff participated in a training school for youth counselors at the University of Tennessee. The Assistant Dean for elementary programs attended a conference of the Consortium of Southeastern schools to discuss programs for the emotionally handicapped. The Dean of Students attended a training school for Prevention of Drug and Alcohol Abuse. The Recreation Specialists attended a workshop on Education through Outdoor Programs.
- A drama club was organized and gave performances in the winter and spring. These two programs were unique because they had deaf, blind and multihandicapped students performing together. It was one of the first activities truly involving all three populations.
- Awards programs were established to publicly honor each residential student for his individual accomplishments in the dormitory.
- A variety of formats were used to send regular information to elementary students' parents. Newspapers composed entirely of students work and published exactly as students wrote it, were sent home. Dormitory report cards were designed with a form requesting parent feedback and resulted in a 66% response from parents.
- An eight week program in conjunction with the SC Commission for the Arts provided deaf students with afternoon and evening instruction in videotaping and film making. Short films of students activities and animation sequences were some of the final products.
15 students in the technical vocational program were provided with recreational and dormitory activities and supervision in the afternoon and evening.
- Housing was provided for voluntary and itinerant staff of programs connected with the deaf and blind schools.

- An IEP information sheet designed for dorm staff use, was filled out on every student and submitted as part of the IEP process.
- New furnishings, bedspreads, shades, carpets and wall hangings were placed in the elementary dorms through SC Telephone Pioneers fund raising efforts.
- High school dorms were the recipients of blinds, bedspreads and wall hangings courtesy of the Dyson Foundation of NYC. This organization also funded the new modern living room furniture for the high school visually impaired girls dorm.
- New TV room furniture for the deaf high school boys was obtained through state resources.
- Henderson Hall renovation was completed and the building opened to serve visually impaired high school boys, and students in the deaf independent living program.
- A re-organization of the Lion's Club Annual Christmas Party provided deaf and blind students with small group parties and individualized attention as a natural part of the festivities.
- A monthly recreation schedule was published and disseminated to staff.
- A weekly recreation activity list specifying daily schedules was sent out to dorm staff. A bulletin board focusing on student activities was established in Walker Hall.
- The prevention of drug and alcohol abuse policy was rewritten and approved by the board.
- Tours, campus work projects, and appreciation programs were coordinated for the South Carolina Telephone Pioneers.
- A playground was designed by the Student Affairs staff and a consultant, purchased by the Pioneers and set up by SCSDB maintenance staff. A gala dedication ceremony with students participating and Senator Horace Smith presiding was held in February.
- Aides from the art classes began assisting several periods a week with the Art Program in the Multihandicapped dorms.
- Six multihandicapped students lived in the deaf or blind dorms as part of the process to provide most appropriate individualized school and dorm placements.
- Daily logs were kept in the elementary dorms to record general comments on individual student health and behavior.
- A recreation center was created in the spring term to provide a wide variety of group activities for high school students.
- Assistance in the form of one youth counselor riding one of the weekly bus routes was provided to support, disciplinary efforts of transportation department.
- Student behavioral description questionnaires were completed on specific students identified as possibly in need of special programming.
- Incident report forms were revised to increase usefulness of the form for documentation purposes.
- Craft kits were assembled and sold at minimum prices (.50-\$1.00) to provide high school students with optional activities to do at their leisure.
- Rooms were set aside in the elementary dorms and specifically designated as study areas to provide the appropriate atmosphere for doing school work during the daily designated evening study hour.
- Behavior management consultation was sought on a regular basis to assist with prevention of behavior problems.

- A position of Assistant Dean for high school and technical students was established. This staff person had responsibility for supervising afternoon and evening programs for all teenage and vocational students.
- Staff meetings were held regularly to facilitate flow of information between shifts.

VOCATIONAL DEPARTMENT:

PURPOSE:

The purpose of the Vocational Department is to provide guidance, developmental, and training opportunities to students so that they may become productive and self-sufficient members of society to the fullest extent possible.

OPERATIONS:

For the 1985-86 school year, the Vocational Department consisted of a Director of Vocational Programs, two Supervising Teachers, a printing technician, 14 teachers, four vocational teacher associates, 3 teacher assistants and a secretary. Of this staff, there was one blind teacher, two deaf teachers, one deaf vocational teacher assistant, one deaf printing technician and one visually impaired vocational teacher associate. One of the Supervising Teachers was a minority female, along with three minority female teachers, one minority male teacher, and one minority female vocational teacher associate. Twelve of the staff were certified at the master degree level, one at the bachelors and 18 hour level, one at the bachelor level, and two at the masters and 30 hour level. Three of the vocational teacher associates had degrees from the state's Technical Education System.

During this school year, the Vocational Department provided direct educational services to 98 deaf, 17 blind, 25 multihandicapped students, and 21 adult students. Of the 44 graduating deaf and blind students, 24 received vocational certificates for completing a prescribed occupational training program.

The vocational offerings for the 1985-86 school year were Graphic Arts, Business Education, Computer Science, Cabinetmaking, Building Trades, Therapeutic Massage, Foods and Nutrition, Personal Sewing, Industrial Arts, Pre-Vocational, Intermediate Program, Industrial Sewing, Auto Services, and Industrial Skills.

PROGRAM ACCOMPLISHMENTS:

- The SC Department of Vocational Rehabilitation's statewide adjustment and assessment center for the hearing impaired began operation on the SCSDB campus.
- The new vocational complex was dedicated in honor of Mr. Richard Pennell.
- A pilot project to provide vocational training to handicapped students was conducted with Spartanburg School District 3 during the summer of 1985. This program will be expanded during FY 1986-87.
- The adaptation of all vocational curricula to performance-based instruction was completed. This is a full year ahead of schedule.
- JTPA funds were obtained to conduct a year long job market development and vocational counseling program for our students.
- The department provided technical assistance to several school districts throughout the state.
- Negotiations were begun with the Spartanburg Technical Education College to provide a full array of post-secondary opportunities to deaf and blind adults.

DEPARTMENT OF PHYSICAL EDUCATION AND ATHLETICS

PURPOSE:

The Physical Education program has a developmentally oriented motor skills curriculum. The program is designed to provide the learners with a broad-based experimental background in a wide variety of movement activities. These activities include basic perceptual and motor skills, fundamental and body management skills, physical fitness, social skills, individual and team sports and life-time leisure skills. The Department has been conscientiously striving to implement philosophically and practically the legislative mandates of Title IX and PL 94-142.

The Physical Education Department serves the Deaf School, the Blind School and the Multihandicapped School.

OPERATIONS:

The Departmental staff consists of a staff of one principal, nine teachers, six teacher aides, and one secretary. The total number of students served was 320. The physical facilities include one athletic field, three gymnasiums, two multi-purpose rooms, a swimming pool, two weight rooms, two bowling alleys, and a recreation room.

The Athletic Department provided interscholastic competition to those individuals who have demonstrated superior athletic abilities. The School is a member of the SC High School League and participates in Conference IA. In addition, the School is a member of the Mason-Dixon Basketball Association and is associated with the US Association of Blind Athletes, The American Athletic Association for the Deaf, and the Special Olympics.

The Athletic program sponsors a wide variety of athletic teams. These include varsity football, volleyball, boys and girls cross country, boys and girls basketball, wrestling, boys and girls track, junior varsity basketball, junior high boys and girls basketball and junior high wrestling. We also participated in the YMCA-Church League Basketball program, Peewee Division and played in the American Youth Soccer Organization (AYSO).

PROGRAM ACCOMPLISHMENTS:

- Sponsored the Fifth Annual Turkey Trot. This was a school-wide road race. Approximately 188 staff and students competed.
- The Cross Country Team (six boys and one girl) ran from Spartanburg to Myrtle Beach for the fourth straight time for fundraising and publicity.
- Participated in the Sixth Annual POHI (Physical and Other Health Impairments) Sports Day at the Charles Lea Center.
- Approximately ninety students participated in the Area 12 Special Olympics in track, bowling and swimming.
- Twelve students were selected to represent Area 12 in the South Carolina Special Olympic Spring Games at Ft. Jackson.
- Hosted the South Carolina Association for Blind Athletes State Games.
- The Staff coordinated the following special events: Multihandicapped Fun Day; Multihandicapped Swim Meet; Multihandicapped Movement and Gymnastic Exhibition; March of Dimes Team Walk.
- A staff member served as the Area 12 Coordinator of Special Olympics; and was selected as the Head Coach for the US Women's Team participating in the World Goalball Championships in the Netherlands in October, 1986. He also served as a coach at the Southeastern Area Special Olympics' Winter Games in Boone, NC.
- The P. E. Director was invited to officiate in the World Goalball Championships in the Netherlands in October, 1986.

- Two staff members coached several athletes at the National Blind Sports Championships in Long Beach, CA in June 1986.
- The Cross Country Team hosted a 12 team meet involving over 200 runners.
- We hosted the Fourth Annual Mason-Dixon Wrestling Tournament which brought together nine residential schools from the south. We will also host the Fifth Tournament.
- A staff member was selected as the coach for four blind athletes attending the United States Olympic Festival in Houston, Texas in July 1986. He was also selected as the track coach for the United States Blind Team attending the World Championships for the disabled in Sweden in August, 1986.
- Four new staff members were hired. They were all assigned to the Herbert Center.
- The Boy's Track Team placed second in the Conference Track Meet.
- In coordination with the Scuba Center, we offered a class in SCUBA. Seven students successfully completed the course.

STUDENT ACCOMPLISHMENTS;

- Pam Ballenger was selected to the All-Tournament Team at the Ninth Annual Girl's Mason-Dixon Basketball Tournament at the NC School for the Deaf. She was also selected for the Second Team Deaf All-American.
- The Boy's Basketball team won 3rd place in the 34th Annual Mason-Dixon Tournament at Staunton, VA. Billy Weiters was named to the First Team All-Tournament.
- John Kelley was named to the Second Team Deaf All-American in basketball and football.
- Eric Mateen was selected to the NAD All-American Wrestling Team.
- Tyron Branch made All-State in Track by winning the 3200M event at the SC State Championships.

COMMUNITY EDUCATION

PURPOSE:

The Office of Community Education provides continuing education opportunities for deaf adults throughout the state of South Carolina and assists agencies, institutions, organizations, professional associations, business and industry in making their programs and services accessible to the deaf and the blind adults of the state.

OPERATIONS:

The Community Education program is carried out by a director, a coordinator and a secretary located on the campus of SCSDB. The coordinator continues to serve the Anderson area by spending one day a week working out of an office provided by the Belton City Council. Technical assistance has also been provided to a small program in Greenville sponsored by the Greenville Speech, Hearing and Learning Center.

PROGRAM ACCOMPLISHMENTS:

A. SPARTANBURG OFFICE:

- The major accomplishment of the year was the expansion of the program into the Charleston and Pee Dee areas. Two Coordinators began working part-time for SCSDB on March 10, 1986. This was a pilot project for four months and, if resources continue to be available, will continue for the year 1986-87.

- Seventy classes, workshops, trips and other activities were sponsored with 1081 participants. (394 deaf/hearing impaired; 18 blind/visually impaired; and 5 other handicaps).
- Handled 606 TDD calls.
- Opened Voss Center for weekly activities for deaf adults during summer months.
- Assisted SC representatives from Six Flags Over Georgia in planning and implementing Deaf Awareness Day at Six Flags.
- Assisted in establishment of a statewide group called the Alliance of Organizations serving the deaf for the purpose of identifying the major needs of deaf students and adults, and planning strategies for meeting
- Continued to cooperatively plan programs with the Spartanburg Area Consortium for the Hearing Impaired. A workshop entitled "Hear and Now: Trends in Audition and Technology", was conducted for teachers and other professionals in the field of deafness.
- Provided in-service training on better serving deaf patients to the staffs of: Patrick B. Harris Psychiatric Hospital, Brierwood Hospital, Mary Black Hospital and Shriners' Hospital.
- Thirty-four deaf awareness presentations made.
- In-service training for Spartanburg City and County police.
- Director continues to serve on the State Department of Education Task Force which is writing a sign language book, SC Preferred Instructional Signs: A Reference Manual.
- Coordinator taught a sign language class for staff at Patrick B. Harris Psychiatric Hospital.
- Coordinator served as Volunteer Coordinator for SCSDB for part of the year.
- Assisted a local public school with making its programs accessible to deaf parents with hearing children in the school. Loaned a TDD, captioned film and secured interpreters for school functions.
- Administered the pre-GED tests to one blind person and two deaf persons.
- Secured a volunteer tutor for the deaf lady working for her GED.
- Brailing of materials to be used in pre-GED preparation.
- Assisted the Foundation with numerous projects throughout the year.
- Recruited, interviewed and hired part-time coordinators for Charleston and Pee Dee.
- Designed a packet of material for hospitals on how to serve deaf patients and mailed to every hospital in the state.

B. CHARLESTON OFFICE

- Office space provided by Charleston Speech and Hearing Center.
- Advisory Council established.
- Mailing list developed.
- Activities implemented include Self Defense Class for Women; Sign Language Class for Naval Supply Station; and Cooper River Bridge Walk.
- Direct services provided such as making telephone calls, interpreting and referrals.

C. PEE DEE OFFICE

- Office in coordinator's home in Darlington.
- Advisory Council established.
- Mailing list developed.
- Activities implemented include Interpreters' meeting; Get Acquainted Social; 504 Meeting for deaf adults with presentation from Protection and Advocacy; and Deaf Awareness presentation to McLeod Hospital
- Direct services provided such as telephone calls, interpreter and other referrals.

PSYCHOLOGICAL SERVICE DEPARTMENT

PURPOSE:

The Psychological Services Department provides a variety of psychological services to students in the Deaf, Blind and Multihandicapped Schools. The Psychology Staff also acts as consultants to the staff at the SC School for the Deaf and the Blind regarding educational, emotional, disciplinary and family issues involving students on campus. The fundamental role of Psychological Services is to join with others in realizing effective strategies for helping students grow in healthy and productive ways.

OPERATIONS:

The department consists of a Director, a School Psychologist, two Psychological Counselors, and a secretary. The Deaf Re-Ed Program and the Re-Ed School for Non-Sensory Impaired Emotionally Handicapped are also supervised by the Director of Psychological Services. The staff at Deaf Re-Ed includes the Director, a Guidance Coordinator, a Liaison Counselor, three Teacher Counselors, one Associate Teacher-Counselor, three Teacher-Counselor aides (classroom) and three dormitory Teacher Counselor aides. The Re-Ed School for Non-Sensory Impaired is staffed by a Director, two Teacher-Counselors, one Family Liaison Counselor, one Associate Teacher and two Youth Counselors.

The Psychological Counselors and the School Psychologist serve the Deaf, Blind and Multihandicapped Schools, including both academic and residential domains.

Counseling focuses on personal and interpersonal problems of students and on cases of maladaptive student behavior. The goal for this aspect of the department is to create a more positive learning environment for the students. Some of the services offered to achieve this goal are individual and group counseling, behavior management consultations to staff and working with families.

Drug and alcohol screenings are done for students suspected of using these substances. If necessary, they receive education and counseling.

- A total of 165 referrals were received during the school year with some students being referred more than once.

Individual and Group Counseling	75
Consultations	55
Family Liaison	22
Drug and Alcohol Screening	8
Referrals to Behavior Management Specialist	5

165

The Assessments and Prescriptive Service primarily is the responsibility of the School Psychologist. To carry out this service, a model of psycho-educational assessment has been developed which is conceived in the spirit of appropriate individualization of educational services set forth by PL 94-142. The components include: (1) pre-assessment conference and observation with referring person(s) and student to gather educationally relevant information concerning the referred student, (2) a psycho-educational assessment of the student, the nature of which is guided by the background information gathered in step (1) and not just by State requirements, (3) a post-assessment conference with the referring person(s) to generate specific and detailed instructional curricular and management implications out of assessment findings.

The School Psychologists also conduct psycho-educational screenings for higher functioning students. The Screening Committee compares the student with his previous psychological assessment to determine if he is functioning consistently in the following areas: intellectual, academics, social-emotional/adaptive, perceptual motor, vision/hearing and pre-vocational/vocational. If discrepancies exist, appropriate tests are given.

	Deaf	Blind
Psychological Assessments	77	13
Psychological Screenings	29	19
	106	32

The Deaf Re-Ed Program is a residential, psychoeducational program designed to serve deaf students who are experiencing significant social and emotional problems which interfere with their successful functioning in a regular school environment. Daily discussions, individual and group counseling and behavioral programs guide students in establishing goals. Family intervention is also part of the program. The ultimate goal is to have the student return to his original school setting within six to eight months.

The Re-Ed School for Emotionally Handicapped children is a short term, weekday residential program with an average length of stay of 9-12 months. The program is based on the philosophy of Re-Education, a concept originally developed by Dr. Nicholas Hobbs. Designed for the education and treatment of non-sensory impaired children with behavior problems between the ages of 6 and 12, the primary goal is to help students gain control of their behavior and encourage generalization of appropriate behavior to everyday living situations.

PROGRAM ACCOMPLISHMENTS:

- The Director of Psychological Services assisted in establishing screening and differential diagnosis procedures for student at SCSDB.
- The Director of Psychological Services recruited a social worker.
- The Director of Psychological Services worked with the Department of Mental Health in providing psychiatric consultations for the students.
- The Director of Psychological Services and the Director of Deaf Re-Ed participated in developing a networking system with other agencies, i.e. Department of Mental Health, Department of Youth Services, Department of Social Services, and SC Alcohol and Drug Abuse Commission.
- The Director of Psychological Services participated in the Southeastern regional meeting on Emotionally Handicapped/Hearing Impaired for local education agencies and mental health personnel serving residential schools for the deaf, blind and multihandicapped.
- One counselor served as a consultant to the SKI*HI Program and provided behavior management training at a workshop.
- One school psychologist and one school counselor received training in alcohol and drug education.
- One school psychologist and one counselor screened, counseled, and referred students who were having problems with drugs and alcohol.
- One counselor implemented and supervised the Faculty Advisory Program for the Deaf School.
- One counselor and one school psychologist received intensive training on Family Therapy.
- One counselor and one school psychologist successfully completed a Stress Management class.
- One school psychologist administered creative tests to students in the Enrichment class to fulfill requirements for continued funding.

The Deaf Re-Education staff accomplished the following:

- Developed and implemented the Liaison Counselor concept for working with the environmental support system of deaf students with emotional and behavioral problems.
- Piloted the Alcohol and Drug Abuse Prevention Curriculum for middle and high school students.
- Networked with the Department of Mental Health to provide treatment for two students with alcohol and other drug problems.
- Was awarded 15 YMCA Camp Skyuka scholarships for deaf students.
- Provided in-service training and consultation for SCSDB, state, regional and national level staff regarding program operations and description.
- Continued program expansion to include serving hearing impaired students from Local Educational Agencies mainstream programs.
- Provided two outdoor, experiential educational trips, one to the North Carolina mountains and another to the Georgia coast.
- Provided comprehensive, therapeutic support (individual and group counseling, agency and family liaison/consultation, and academic and residential programming) for 21 deaf students experiencing emotional /behavioral problems.

The Re-Ed School for Emotionally Handicapped Children accomplished the following:

- Sponsored a state-wide Outdoor Education Workshop, held at SCSDB.
- The Re-Ed School Director presented workshops on the Re-Ed program at various places throughout the state including the state CEC conference.
- Began to develop the Liaison Counselor concept to provide parent training and develop a network of community resources in the 15 county area served by the program.
- Provided case-management counseling family intervention, and/or in-house treatment for 14 students.
- Began to implement an Outdoor Educational Curriculum in the major academic subject areas.
- Provided four off-campus therapeutic camping trips, designed to enhance in-house curriculum in regards to experiential learning activities.
- The Re-Ed (EH) Director served on the Board of Trustees for the American Re-Education Association.

DEPARTMENT OF SPEECH AND HEARING SERVICES

PURPOSE:

The Department of Speech and Hearing Services is responsible for providing speech and/or language therapy for those students in the Deaf, Blind, and Multihandicapped Schools who exhibit significant speech and/ or language deficiencies. It is also responsible for periodic audiological assessment of all students, and for hearing aid evaluations and fittings as necessary. Routine hearing aid maintenance and repair services are also provided, as well as diagnostic evaluations of all applicants to the school.

OPERATIONS:

The Department is comprised of four speech pathologists and one audiologist. Based on diagnostic testing and teacher priorities, students are seen for speech and/or language therapy on an individual or small group basis for two to three half-hour sessions per week. Major emphasis in therapy is given to the development of language concepts and skills in conjunction with the acquisition, development, and improvement of speech. All students are seen routinely every three years for a hearing retest. However, students who have a history of middle ear infections, a suspected progressive hearing loss,

inaccurate audiological test data, or are referred by teachers, parents, or other agencies are seen as often as necessary. Hearing aid evaluations are performed as needed, and recommendations as to appropriate amplification are made to supporting agencies or parents. Hearing aid repair services are provided and batteries dispensed as necessary. The entire Speech and Hearing staff is available for consultation with parents, administrators, and teachers to offer suggestions for program planning for individual students.

PROGRAM ACCOMPLISHMENTS:

- All admissions to the school were seen for speech/language screening within 30 days of admission.
- One hundred forty students were seen for speech and/or language therapy.
- One hundred sixteen IEP conferences were attended; IEP statements were prepared for all students enrolled in therapy.
- One hundred twenty students were seen for hearing retests.
- Forty applicants to the school received complete audiological evaluations; staffings were attended on all applicants.
- Fifty-nine hearing aids received major repairs; this does not include minor repairs made in-house.
- One hundred thirty earmold impressions were made.
- One hundred forty speech therapy progress reports were written at nine week intervals and sent home to parents.
- The Department was presented at the ASHA National Convention, CAID National Convention, SC Speech and Hearing Association Annual Convention, a State Reading Conference for the Deaf and two regional Speech and Hearing Conferences.
- Batteries were dispensed throughout the school year as necessary; a supply of summer batteries was distributed to those students qualifying for batteries from the Department of Social Services and/or Children's Rehabilitative Services.
- The Department presented thirteen in-service training programs.
- An Auditory Processing Curriculum was given to teachers and speech pathologists went into the classrooms weekly to conduct and help with implementation of the program.
- Forms were evaluated and revisions made.
- Two Department members presented the Auditory Processing Curriculum at the SC Speech and Hearing Convention and one member serves on the Public Relations Committee for the Association.
- Two people are members of American Hand Stands.
- Four articles were written by the Department for the Palmetto Leaf.

MEDIA CENTER

PURPOSE:

The Media Center at the SC School for the Deaf and the Blind is a delivery system for providing educational services to which alternative strategies for reaching educational objectives is continual. The Center provides audio, visual and tactile materials and equipment to all departments. The Media Center acts as a clearinghouse for media methods, monitoring new techniques and materials for implementation where applicable.

OPERATIONS:

The Media Center is supervised by the Audio Visual Specialist and operates with the assistance of one Media Specialist.

SERVICES INCLUDE:

- Video taping and decoding off air, both instructional and commercial channels, for use by classes, workshops and for use on transportation video systems.
- Video taping, live, special events and sign language evaluation tapes.
- Equipment repair and preventive maintenance.
- Design and production of supplementary educational materials, bulletin boards, displays, and adaptive devices.
- Development of promotional materials including multi-media presentations.
- Photography.
- Materials/methods research and information distribution.
- Scheduling and maintaining production areas for students, teachers, staff.
- Composition and distribution of monthly media newsletter.
- Distribution Center for Captioned Films for the Deaf for SCSDB and programs for the hearing impaired throughout the state of South Carolina and surrounding states in the Southeast.

PROGRAM ACCOMPLISHMENTS:

- Media personnel met with teachers and other staff throughout the year to develop hands-on kits, transparencies, video tapes and other media to meet specific classroom, dormitory and clerical needs. Materials were added to the Hands-On Library during the year. Four hundred and seventy-eight software units were checked out during between 6/1/85 and 5/31/86.
- Media personnel completed two hundred and one production units.
- The Media Center continues to serve as the State depository for Captioned Films for the Deaf. For the report period beginning June 1, 1985 and ending May 31, 1986, the staff booked and distributed 526 films for use on campus and 582 films were processed for mailing to other programs off campus. Payments to our school for the operation of the film library totalled \$1,872.24. From these funds, purchases of print and non-print software were made and including the following hardware: a laminator cabinet with built in AC panel; portable video light; film/slide adapter for RCA video camera; wireless microphone system for RCA video unit; punch binder and small item cables and adapters.
- Nine new captioned films were added to the library.
- Nine monthly issues of the media newsletter "The Media Monitor" were written and distributed to staff and off campus programs.
- Equipment inventory has been kept current with circulation. Seventy-three in-house repairs/lamp replacements were made with eleven pieces of equipment going out for repair under contractual services.
- The Media Center staff conducted forty-two tours of the Media facilities for parents, new staff and other visitors.
- Eighty-four units of audio materials were produced or duplicated.
- Three complete video packages were developed in-house. Ten major in-service, convention and/or workshop presentations were videotaped. Scripting was continued for the development of individual school video tapes.
- Displays, slide presentations, video/audio tapes and other materials were produced for use at off campus meetings and for community interest groups.

- A joint Media/Transportation article with picture was published in the nationally circulated newsletter of the National Captioning Institute. The article focused on the use of closed captioned programs on the buses.
- Photographic coverage was given most school events and student activities.
- Proven to be successful, individual planning period workshops and demonstrations continued. This service is available to all staff members, to students on the Student Work Program, and to those who assist in the classroom. A total of 121 students and staff participated.
- Four hundred eighty educational, informational and entertainment video tapes were recorded for use by classes and on the transportation video system.
- Interaction and cooperative efforts between media and communication staff in the areas of sharing equipment, production skills and tape development continued throughout the year providing benefits to both departments as well as to students and staff.
- The student training program continued and the Center participated in the Student Work Program.
- Completed SCSDB Media Services Handbook and an Instructional Handbook for staff.
- Media personnel (2) attended a one week video production training school at PCA Video Institute in Matthews, NC.
- Media Director participated in (four day) convention of national Captioned Films for the Deaf Depository Managers in Washington, DC.

HEALTH CENTER

PURPOSE:

The Health Center staff is responsible for preventative, routine and comprehensive medical care for all deaf, blind, multihandicapped, and non-sensory impaired emotionally handicapped students. This is accomplished through continued communication with parents, family physicians and other interdisciplinary agencies.

OPERATIONS:

The Health Center staff is comprised of a Medical Director, Nursing Supervisor, two Registered Nurses, four Licensed Practical Nurses and a part-time Dentist. A full time Registered Physical Therapist and a contracted Occupational Therapist also work under the supervision of the Medical Director. Service is provided on a twenty-four hour basis, with nursing personnel staffing a twenty-two bed infirmary and a satellite unit at the Multihandicapped facility.

PROGRAM ACCOMPLISHMENTS:

- There were 7,680 outpatient visits at the Health Center and 5,357 at the MH facility for routine medical care.
- The school dentist examined 217 students and gave appropriate treatment or referrals.
- The staff was actively involved in the pre-admissions assessment team and attended admission committee meetings for Deaf, Blind, Multihandicapped, and non-sensory impaired Emotionally Handicapped schools.
- Three hundred twenty students were admitted to the Health Center with acute illnesses.

- Five in-service programs were presented to teachers and counselors.
- One hundred athletic physicals were completed for competitive sports and Special Olympic participation.
- The Medical Director served on the SC Developmental Disabilities Advisory Council as a representative for the SC Pediatric Society Committee on Handicapped Children; Chairman of the Epilepsy Association of South Carolina; and also served as a member of the Spartanburg County Mental Retardation and Developmental Disabilities Board, Services to Families, Utilization Review Committee at the Charles Lea Center, and on the Children's Rehabilitative Medical Advisory Committee.
- The Registered Physical Therapist served 104 students and the Occupational Therapist served 60 students on an ongoing basis under a consulting, evaluation, and treatment regime.
- An average of three physically handicapped students were taken to Children's Rehabilitative Services for continued orthopedic evaluation and appliances weekly.
- Fifty-five students were referred to the emergency room or other physician for treatment of injuries or other medical problems.
- Forty-six students were taken to Spartanburg Technical College Dental Assistance Program for fluoride treatments, polishing, and other dental care. They were also taught good dental hygiene techniques.
- Arrangements are being made for students to return for follow-up care during the 86-87 school year.
- The licensure of the Health Center was changed to the Children's Habilitation Center - SCSDB & MH - a specialized hospital with anticipated opening during the Fall of 1986.

SOCIAL SERVICES DEPARTMENT

PURPOSE:

This department provides specific and generic social work services for the student population. It also serves as liaison between the School and the student's home community. The office also coordinates volunteer service and performs assorted administrative tasks .

OPERATIONS:

This year the staff has consisted of three people. The Administrative Assistant, a part-time social worker, and an Administrative Specialist Administrative responsibility covers a myriad of activities, including the provision of information to staff, students, parents and other agencies. There is also the responsibility of carrying out all Social Services Programs and the Volunteer Program. Other administrative duties include: assembling, editing and distribution of the Annual Report; serving on the Child Abuse Committee; serving on the Student Grievance Committee; and storing, purging and providing information on former student files. The Administrative Assistant is a member of the Screening Committee of Applicants and interviews many parents and students when they are here for evaluation.

The Social Worker joined the staff in April, 1986. For the Social Worker, responsibility is for making as many home visits to applicants and enrolled students as time permits. Visits are made to other agencies as needed in order to make the best plan for a student. Referrals are received from parents, students, staff and other agencies.

PROGRAM ACCOMPLISHMENTS:

- Served on Governor's Advisory Council for Volunteers and on committee for Early Childhood Development and Education.
- Annual Report for 1985 distributed.
- Record Retention and Destruction report completed for Records Management Center.
- Scholarships were processed for 9 students attending college.
- Worked on many projects and provided information for questionnaires and future planning.
- There were 26 office interviews with applicant students and their parents or guardians.
- There were 19 students with special needs. Students, staff, and other agencies were contacted as indicated.
- Requested T.V. and newspaper coverage of programs, meetings and other events on campus.
- Served as contact persons for a three year service delivery project for the State Reorganization Commission.
- Worked with SRI International on research on handicapped students in secondary education programs. Study sponsored by the US Department of Education.
- Worked with other staff on material for 94-142.
- Approved requests for funds for children with special needs.
- Monitored 6 sales on campus with a budget check on 3 of the sales.
- Made arrangement for 12 groups to visit our school programs.
- Answered information requests from outside agencies and groups.

REPORT ON THE VOLUNTEER PROGRAM

This year we had 23 volunteers who worked a total of 2,321 hours. The value of this service computed at \$9.00 per hour was \$20,889.00.

Miss Jeanne d'Entremont, a former student of the Multihandicapped School, was the outstanding volunteer on our campus this year. She received a plaque in recognition of her service. All of the volunteers received a superior report from their supervisors. Eight of the volunteers have indicated that they will return next year. We are indebted to the community and to the colleges in our area as they provide us with excellent volunteers.

We will continue to work with the Retired Senior Volunteer Program for the 86/87 school year. Volunteer's from the RSVP will receive the additional benefits of that program.

DIVISION OF ADMINISTRATIVE SERVICES

PURPOSE:

The division is administered by the director whose responsibilities include security, food service, plant maintenance, motor pool and transportation along with the business office, purchasing, warehouse, federal funds, data processing, and personnel departments. The division was responsible during the fiscal year for all financial accounting, purchasing, federal grants and funds, data processing implementation, business office, warehousing, inventory, fiscal budgeting, personnel, student banking, transporting children to and from school, upkeep of all vehicles, maintaining all buildings and grounds, planning and serving nutritious meals to students and staff, the safety and security of students and property, and housekeeping services.

The division's goal is to maximize the use of state appropriated funds, federal funds, and other fiscal funds to best benefit the deaf, blind and multihandicapped students served at the school. It is responsible to audit and monitor expenditure of these resources and serve as the chief center of all agency budgeting activities.

OPERATIONS:

The chief financial officer of the school is the Director of Administrative Services. Reporting as supervisors to him were the department heads over Purchasing, Federal Funds, Personnel Director, Business Office, Word Processing, Data Processing, Dietary, Physical Plant, Transportation and Security. During the year the number of staff was approximately 82.

The year of 1986 has been a busy one for the Campus Information and Distribution Center (CID). This department has been the helping hand for the entire campus in doing their word processing and printing.

During this year this office has produced the following large tasks:

- Application packets were processed on the computer and printed for each of the three schools and the new EH program
- Mailing labels were produced for the Palmetto Leaf which included 2500 names for four editions along with 9,000 for the summer edition. Also labels were produced for all of the following Newsletters.
- The following Newsletters were processed: "The Traveler" for educators of the Blind; "Cedar Shavings" for educators, parents, students of the blind; "Media Monitor" for the Media Center and the "Deaf Re-Ed Newsletter" for the Deaf Re-Ed Department.
- Produced and printed the letters and labels for the parent letters that went out from each school
- Assisted in secretarial work for several departments including Speech and Hearing; Psychological Services; and did the majority of the secretarial work for Deaf Re-Ed Program
- Produced the Campus Telephone Directory
- Transcribed work from tape for several administrators
- Responsible for the postage meter and all out-going mail
- Produced the Annual Report for 1985
- Produced Goals and Objectives for all Departments
- Produced several books of curriculum
- And many other projects.

In the fall of 1985 a Data Processing Director was added to the staff. We received and installed a donated IBM System/34 complete with a Processor, Printer, and a Console Terminal. We further enhanced our handling capabilities by receiving and installing a large donated upgrade System/34 Processor. An area for our Computer Room complete with proper wiring, air conditioning and fire detection and extinguishing equipment was established.

Some of the accomplishments from this new department in the past few months are:

- A survey was conducted to establish and prioritize the total academic, accounting, and reporting needs for computer processing on the school campus.
- Completed the installation of the Mentor System's Public Budgetary Accounting System; along with specialized modifications and programs to conform to the school's needs.
- Designed and installed a new Inventory System to maintain records of our fixed assets inventory.
- Installed a new Leave Accounting System for our Personnel Department.

- Took steps to conform with the applicable Security and Disaster Preparedness Standards for Data Processing Installations developed by the Division of Information Resource Management.

The Federal Funds office maintains some \$375,000 in federal grants. Fourteen staff remain employed in federal funds, the largest being Title I (PL89-313).

The Purchasing Department has the responsibility of purchasing all supplies and equipment for the school in compliance with the SC Procurement Code. In addition, the Purchasing Department is responsible for establishing and maintaining the physical inventory, both State and Federal, for the school. This year a special procurement audit was conducted by the Office of Audit and Certification and as a result the school's dollar limit of single purchases was increased from \$2500 to \$5000. This accomplishment allows the school to purchase large dollar requests in a shorter time frame than in the past. This office processed approximately 2,091 purchase orders this year totalling approximately \$1,595,490.75.

The Business Office provides management with financial information in order to make timely budgetary and financial decisions. Such information is provided from a recently installed accounting system using IBM Personal Computers. From this system the amounts available for use in the various departments of the school are monitored. During the year numerous projections are made in such areas as financial forecasts and budgetary studies, as well as budget preparation for presentation to the Budget and Control Board. The Business Office also maintains student account and canteen funds.

The Dietary Department provides a wholesome, nutritious dietary program for students and assists the educational staff in developing dietary instruction and improvement of programs for the students. Food is prepared in the Central Kitchen and distributed to three cafeterias throughout the campus.

The Dietary Department prepares and serves various student activities, service clubs and alumni events during the year. All food requisitions for Deaf, Blind and Multihandicapped Schools are prepared by the Dietary Department.

During the 1985-86 school year, a new modern walk-in cooler was installed in the Walker Hall dining room along with several pieces of new equipment in the Central Kitchen.

The Physical Plant is responsible for maintaining buildings and grounds, warehouse and housekeeping. The following is a list of accomplishments during the 1985-86 school year:

- Replace and reinsulating of steam lines at lower part of campus.
- Construction and installation of new railing around air condition units and several side walks.
- Addition of work space in the Motor Pool, filling in the grease pit and enlarging 3 parking lots, 1 at Motor Pool and 2 at Vocational area.
- Installation of electrical controls on heating and air condition system at Hall Dormitory
- Renovation of several rooms in the Walker Hall apartment for new Board Room as well as a bathroom for the Foundation Office and Board Room.
- Installation of energy conservation controls in all boiler rooms.
- Exchanging incandescent light fixtures to florescent fixtures in exit lights throughout campus and overhead lights at Hall Dormitory.
- Installation of ceiling fans in both educational and dormitory areas of Thackston Hall.
- Installlation of science laboratory at Memminger Hall.
- Installation of power panel, isolation transformer, and run conduit for Computer Room, Walker Hall.

- Color code painting of pipes and #1 boiler in Boiler Room.
- The Maintenance personnel have completed approximately 3,400 work orders during the fiscal year, 1985-86.

The Transportation Department transports students to and from school. Students living within a 30 miles radius are serviced by five daily bus routes. Residential students are transported throughout the state to their homes on Fridays and returned to the school on Sunday night. The large diesel buses used for the weekend routes for residential students have had another successful year with no breakdowns. The three mid-size diesel buses used on daily routes had another successful year with only one breakdown. The buses had no accidents this past year. The Transportation department schedules all vehicles for trips (business and field). The director instructs drivers in the operation and procedures for activity buses. Newly licensed bus drivers receive further instructions in the operation of the large diesel buses in order to qualify for a Class II license which is required by the SC Highway Department. All the bus drivers and attendants went to the Thomas Bus Company last August to see how the buses are manufactured. They were shown a film on the safety features built into each bus and they received a better understanding of the operation of the special equipment we have on our buses. The drivers and attendants received a thirty minute workshop on understanding and control of student behavior each Friday for ten weeks.

The Director of Transportation attended a three day seminar sponsored by the SC Association of Pupil Transportation in July. He attended a three day seminar sponsored by the Division of Motor Vehicle Management. In June one of our buses was shown at the National CAID/CEASD Convention in St. Augustine, Florida at the Florida School for the Deaf and the Blind.

As of June 2, 1986, the Motor Pool staff had completed 453 job orders ranging from minor repairs to major motor overhauls. The following vehicles have been added to our school fleet: 3-1985 Chevrolet Celebrities; 1-1986 Dodge 600; 1-1986 Dodge 15 passenger van; 2-1977 cargo vans; 1-1972 18 foot Nomad camper. The three used vans and camper were inspected, repaired, painted and made road ready.

The Motor Pool staff follow a strict preventive maintenance program to insure the most cost effective and vehicle down time operation. These mechanics attended a two day in-service workshop on trouble shooting and updating the large diesel buses at the Thomas Bus Company, Highpoint, NC. On April 24, 1986, the Motor Pool was inspected and certified outstanding under the strict specifications of the Division of Motor Vehicle Management.

The Security Department has six part-time officers that work from 11:00 PM until 7:00 AM seven days a week on rotating days to insure safety for the campus and children.

The 1985-86 fiscal year has been one of considerable activity within the Personnel Department. Although it has not been necessary to perform any major classification studies, numerous individual positions have been reviewed and reclassified as appropriate. We also requested and implemented additional EIA funds for teacher salary increases. In this fiscal year we completed the revision of the agency's Affirmative Action plan. This revision was approved by the State Human Affairs Commission.

In October 1985, the state added two Health Maintenance Organizations, namely Companion Health Care and Health America, to the employee benefits options. Meetings were held to explain the new options and allow employees to ask questions. Many employees elected to use an HMO rather than staying with Blue Cross-Blue Shield.

During the year we processed over 480 job applications for a very limited number of openings. We assisted the Board with a nationwide recruitment effort to find a new President. Many top notch applicants responded.

The leave program is up and running on the IBM-PC XT computer. As a result we have been able to provide employees and supervisors more frequent and current information on leave records.

During this fiscal year we were able to successfully project and monitor our personal service revenue and expenditures. This information assisted top management in making necessary decisions concerning personnel and overall operations of the agency. We are currently working on putting this information onto the computer so that less time will need to be spent on this task.

We completed a major revision of the EMPLOYEE HANDBOOK. These will be ready for distribution to all staff at the beginning of the 1986-87 school year.

In May 1985, we held the annual Employee Awards Luncheon during which several employees were recognized for long term service. In addition, several retirees were recognized and two outstanding service awards were presented.

The Housekeeping Department provides a cleaning service of all buildings on campus. Daily cleaning of the vocational building and the rehabilitation building is provided. Housekeeping has six permanent full-time positions and three temporary full-time positions, along with seventeen part-time positions that work four hours each night from 6:00 PM until 10:00 PM five days a week.

COOPERATIVE PROGRAMS

CEDAR SPRING FACILITY SOUTH CAROLINA COMMISSION FOR THE BLIND

PURPOSE:

The Cedar Spring Facility of the Commission for the Blind is responsible for the provision of applicable vocational rehabilitation services to blind and visually impaired students, who are sixteen years old and above, who are enrolled at the SC School for the Deaf and the Blind. These services are designed to increase the student's readiness for future gainful employment. With the presence of the Multihandicapped School, which is also located at the School for the Deaf and the Blind, the Commission for the Blind is also involved with serving some of the multihandicapped students, who are legally blind and also have other physical or mental disability. (Note: The staff of this facility also have the responsibility of providing applicable vocational rehabilitation services to legally blind adults in Spartanburg County).

OPERATIONS:

During the 1985-86 academic year, the Cedar Springs Facility provided applicable vocational rehabilitation services to approximately 19 students, who are residents of the state of South Carolina. The facility staff consists of (a) Rehabilitation Counselor, and (b) Caseworker Assistant. The services available and provided by this staff include:

- receiving referral information from the staff of the School for the Blind;
- conducting the initial interview with the student;
- contacting the parents of each student, regarding the agency purpose and other related information;
- processing application for applicable services;

- providing and/or coordinating necessary diagnostic services, including a general medical examination, an initial ophthalmological examination, a low vision examination, a psychological evaluation, an occupational inventory, and other prescribed examinations that may be applicable to the individual's needs; determining the rehabilitation potential of each student and his or her eligibility for applicable vocational rehabilitation services;
- developing the Individualized Written Rehabilitation Program, which is designed to meet the specific needs of the student to increase his or her readiness for future gainful employment;
- providing and/or coordinating the provision of (a) vocational and personal adjustment counseling and guidance, (b) physical restoration services, including surgery, glasses, prostheses, hearing aids, etc., (c) and training programs, which include on the job training at appropriate locations, which are on the campus of the School for the Deaf and the Blind and also in the local industrial community, depending upon the interests and needs of the students;
- referring each student to the appropriate vocational rehabilitation counselor, who serves the respective home county, where the student resides, when the student graduates or discontinues his or her enrollment at the School for the Blind;
- providing the above applicable services with the knowledge and cooperation of the appropriate staff of the SC School for the Deaf and the Blind.

PROGRAM ACCOMPLISHMENTS:

- One student received hospitalization and eye surgery.
- One partially sighted student (male) was involved in an OJT program as a switchboard operator at the SCSDB;
- Three students received prostheses for cosmetic purposes from the Gorrin Artificial Eye Clinic in Greenville, SC;
- Two students received an initial low vision evaluation at the clinic, which is located in the Commission for the Blind facility;
- Two students received follow-up low vision examinations;
- Two students received vocational evaluation services, which include Personality, Career Maturity, Dexterity, Social, and Occupational testing;
- Nine students participated in a Personal Adjustment Training Program during the summer, at the Ellen Beach Mack Rehabilitation Center in Columbia, SC;
- All of the students received vocational counseling and guidance services, during the 1985-86 school year.

VOCATIONAL REHABILITATION FACILITY

PURPOSE:

The Vocational Rehabilitation Facility located on the campus of the SC School for the Deaf and the Blind provides medical, social, psychological and vocational evaluations to the deaf students, multihandicapped students, and adult hearing-impaired students. This facility also provides on-the-job training in cooperation with businesses and industries in the community as well as continued counseling and guidance, social, personal, and work adjustment training, job placement, and follow up.

OPERATIONS:

During the twelve month year under report, this facility provided services for 120 students. These students are from various locales in South Carolina. When a student graduates, completes training or leaves the SC School for the Deaf and Blind, the case is transferred to the appropriate Vocational Rehabilitation Counselor in the students' home area in order that services be continued by the agency. In most instances these students are served by a speciality counselor.

The Facility is administered by (a) Project Supervisor (b) a Vocational Counselor (c) a Vocational Evaluator (d) a Production Coordinator (e) a Casework Assistant.

PROGRAM ACCOMPLISHMENTS:

- Diagnostic medical evaluation was provided to students throughout the year.
- Twenty-five students received general medical examinations.
- Fifteen students received otological examinations and nineteen ophthalmological examinations were provided.
- Seven students received special diagnostic examinations.
- Vocational evaluation was provided to 34 students and 29 were provided short term evaluations. These evaluation results assist the Facility staff in planning future services and also assist the School staff in their planning for the students. Evaluation results are staffed jointly with the Facility staff and the School staff in attendance. On-the-job training was provided in industries and businesses in the community to students in the senior class. The on-the-job training program provided training in the following areas:

Benchwork-Assembly.....	1 student
Data Entry Operator.....	2 students
Auto Mechanic Helper.....	5 students
Food Services.....	7 students
Teacher's Aide.....	4 students
Material Handler.....	3 students
Stock Clerk.....	2 students
Groundskeeper.....	1 student

- Eleven students were employed at Converse College in the food service area on a part-time basis.
- Work adjustment training classes were provided by the Facility staff to 46 students from the junior and senior classes. This adjustment training is designed to prepare the students for future gainful employment and indoctrinate them to the "World of Work". Classes met for one hour on a once a month basis for juniors and seniors.
- The work adjustment program where students were involved in piece work on contracts obtained from various industries and businesses in the community had 71 students involved.

FINANCIAL STATEMENT

Fiscal Year July 1, 1985 - June 30. 1986

STATE FUNDS

Original Appropriation.....	\$8,724,604.00
Plus Roll-Over from prior year.....	135,000.00
Less interim Adjustment mandated by B & C Board	(180,285.00)
Plus Salary Adjustment(B.P.I.)(F 52)	289,630.00
Less Carry Over 86-87	(90,000.00)

Total State Funds Available.....	8,878,949.00
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Disbursement

Administration & Physical Support Service:

Personal Service.....	\$1,354,154.20
Contractual Service.....	189,769.96
Supplies.....	337,154.67
Fixed Charges.....	65,014.57
Travel.....	30,010.92
Equipment.....	44,135.00
Utilities.....	400,031.37
Gasoline.....	55,073.25
Total Administration.....	\$2,475,343.94

Education Support Service:

Personal Service.....	1,962,973.79
Contractual Service.....	68,711.06
Supplies.....	47,177.29
Fixed Charges.....	1,131.61
Travel.....	7,854.92
Equipment.....	5,102.66
Case Service.....	49,038.94
Total Education Sup.Service.....	2,141,990.27

Multihandicapped:

Personal Service.....	1,357,195.54
Contractual Service.....	18,179.31
Supplies.....	25,490.62
Fixed Charges.....	349.75
Travel.....	2,590.01
Equipment.....	9,109.67
Total Multihandicapped School.....	1,412,914.90

Deaf School

Personal Service.....	796,334.74
Contractual Service.....	3,061.17
Supplies.....	23,405.19
Fixed Charges.....	135.00
Travel.....	928.24
Equipment.....	5,493.92
Scholarships.....	1,800.00
Total Deaf School.....	831,158.26

Blind School

Personal Service.....	559,396.73	
Contractual Service.....	2,222.47	
Supplies.....	4,847.21	
Fixed Charges.....	36.20	
Travel.....	2,000.00	
Equipment.....	6,827.02	
Scholarships.....	150.00	
Blind Placement.....	5,000.00	
Total Blind School.....		580,479.63

Special Items:

SC Association for the Deaf...	97,000.00	
Deaf Pre-School Program.....	89,412.00	
Supplies and Materials.....	4,150.32	
Equipment.....	33,349.68	
Total Special Items:		223,912.00

Employer Contributions.....	1,213,150.00	
Total Agency Expenditure.....		\$8,878,949.00
TOTAL		\$8,878,949.00

SPECIAL DEPOSITS

Balance Brought Forward July 1, 1985.....	\$	186,692.41
Receipts.....		190,634.72
Total Funds Available.....	\$	377,327.13

Disbursements:

General Contingency.....	\$	7,525.73
P.E. Athletic Contingency Fund.....		4,995.59
Music Account.....		494.00
Annual Picture Fund.....		2,601.70
Pilot Club.....		770.89
Vocation Fund.....		183.33
Vocation Rehabilitation.....		672.00
Multihandicapped & Homeliving.....		208.46
Continuing Education.....		2,448.29
Special Needy Fund.....		624.19
Captioned Films.....		1,636.62
Loree Godshall.....		94.80
Re-Ed Emotionally Handicapped.....		1,231.48
Multihandicapped Physical Therapy.....		2,270.49
Student Medicine.....		265.97
Education Finance Act.....		51,764.01
Total Disbursements.....	\$	77,787.55
Balance carried Fd.f/y 86-87.....		299,539.58
TOTAL		\$377,327.13

OPERATING REVENUE ACCOUNT

Balance brought forward 85-86.....	\$	5,288.30
Receipts.....		4,471.06
Less Expended.....		-0 -
Balance brought forward 86-87.....	\$	9,759.36

CAPITAL IMPROVEMENT PROJECTS

Funds Received.....	\$ 180,084.09
Disbursed:	
Vocation Education Facility.....	180,084.09
Total.....	\$ 175,536.18
Balance brought forward 86-87.....	4,547.91

OTHER ACCOUNTS

Patient Fees:	
Balance Forward 86-87.....	129,978.53
Chapel Fund:	
Balance Forward.....	245,513.53
Received.....	18,257.07
Balance 86-87.....	263,770.60
Thackston Memorial Fund Bal. Forward.....	477.34
Balance 86-87.....	504.35
Student Work/Training Program:	
Balance Forward.....	-0-
Received.....	13,745.00
Expended.....	12,223.99
Balance Forward.....	1,521.01
Education Improvement Act	
Balance Forward 85-86.....	557.61
Received.....	557,366.39
Expended.....	557,924.00
Balance Forward 86-87.....	- 0 -
Consolidated Federal:	
Balance Forward 85-86.....	(8,241.32)
Received.....	267,771.69
Expended.....	262,803.12
Balance forward 86-87.....	(3,272.75)

STATEMENT OF FEDERAL EXPENDITURES BY PROJECT

Title I.....	\$152,579.32
Title VI-C.....	37,628.75
Chapter II, IV-B.....	4,002.79
L.S.C.A.....	1,930.87
Vocation Education.....	38,740.30
JTPA.....	27,921.09
Total Federal Expenditure.....	\$262,8033.12
U.S.D.A. Milk Reimb.	
Balance Forward.....	153,473.14
Received.....	95,918.54
Expended.....	203,189.61
Balance Forward f/y 86-87.....	\$ 46,202.07

ENROLLMENT

School for the Blind

Girls.....	21
Boys.....	42
Total.....	63

School for the Deaf

Girls.....	65
Boys.....	92
Total.....	157

School for the Multihandicapped

Girls.....	32
Boys.....	89
Total.....	121

Emotionally Handicapped Re-Ed

Boys-on campus.....	7
Boys-follow up in community.....	4
Total.....	11

Adult Vocational Program

Women.....	8
Men.....	13
Total.....	21

Grand Total.....	373
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SC Parent/Infant Home Intervention Program (Deaf School)

Boys.....	25
Girls.....	13
Total.....	38

DEAF SCHOOL

NUMBER OF STUDENTS BY COUNTY

County	Boys	Girls	Total	County	Boys	Girls	Total
Abbeville.....	1	0	1	Greenwood.....	1	1	2
Aiken.....	2	1	3	Hampton.....	1	0	1
Allendale.....	0	0	0	Horry.....	7	0	7
Anderson.....	3	3	6	Jasper.....	0	1	1
Bamberg.....	0	0	0	Kershaw.....	2	1	3
Barnwell.....	1	0	1	Lancaster.....	1	0	1
Beaufort.....	2	0	2	Laurens.....	0	2	2
Berkeley.....	3	0	3	Lee.....	0	0	0
Calhoun.....	0	0	0	Lexington.....	0	2	2
Charleston....	8	0	8	Marion.....	0	1	1
Cherokee.....	2	1	3	Marlboro.....	8	2	10
Chester.....	5	0	5	McCormick.....	0	1	1
Chesterfield..	3	0	3	Newberry.....	1	2	3
Clarendon.....	2	4	6	Oconee.....	4	2	6
Colleton.....	1	1	2	Orangeburg....	3	5	8
Darlington....	3	1	4	Pickens.....	0	2	2
Dillon.....	1	0	1	Richland.....	6	4	10
Dorchester....	0	1	1	Saluda.....	0	0	0
Edgefield.....	1	0	1	Spartanburg...	6	11	17
Fairfield.....	0	0	0	Sumter.....	1	4	5
Florence.....	4	0	4	Union.....	3	2	5
Georgetown....	0	3	3	Williamsburg..	0	0	0
Greenville....	1	2	3	York.....	5	6	11

MULTIHANDICAPPED SCHOOL

NUMBER OF STUDENTS BY COUNTY

County	Boys	Girls	Total	County	Boys	Girls	Total
Abbeville.....	1	0	1	Greenwood.....	2	1	3
Aiken.....	2	2	4	Hampton.....	2	0	2
Allendale.....	0	0	0	Horry.....	0	0	0
Anderson.....	2	1	3	Jasper.....	0	0	0
Bamberg.....	0	0	0	Kershaw.....	1	0	1
Barnwell.....	2	1	3	Lancaster.....	2	0	2
Beaufort.....	0	0	0	Laurens.....	2	0	2
Berkeley.....	0	1	1	Lee.....	0	0	0
Calhoun.....	1	0	1	Lexington.....	1	2	3
Charleston....	2	1	3	Marion.....	0	0	0
Cherokee.....	0	1	1	Marlboro.....	3	1	4
Chester.....	2	1	3	McCormick.....	0	0	0
Chesterfield..	2	2	4	Newberry.....	1	2	3
Clarendon.....	2	1	3	Oconee.....	0	1	1
Colleton.....	0	1	1	Orangeburg....	1	0	1
Darlington....	4	0	4	Pickens.....	2	1	3
Dillon.....	2	0	2	Richland.....	3	2	5
Dorchester....	1	1	2	Saluda.....	0	0	0
Edgefield.....	1	0	1	Spartanburg... 14	0	14	
Fairfield.....	0	0	0	Sumter.....	2	1	3
Florence.....	7	0	7	Union.....	1	0	1
Georgetown....	3	0	3	Williamsburg..	1	1	2
Greenville....	9	3	12	York.....	7	3	10

BLIND SCHOOL

NUMBER OF STUDENTS BY COUNTIES

County	Boys	Girls	Total	County	Boys	Girls	Total
Abbeville.....	0	0	0	Greenwood.....	3	0	3
Aiken.....	0	0	0	Hampton.....	0	0	0
Allendale.....	0	0	0	Horry.....	1	0	1
Anderson.....	0	2	2	Jasper.....	0	2	2
Bamberg.....	0	0	0	Kershaw.....	3	0	3
Barnwell.....	0	0	0	Lancaster.....	0	0	0
Beaufort.....	0	0	0	Laurens.....	0	0	0
Berkeley.....	0	2	2	Lee.....	0	0	0
Calhoun.....	0	0	0	Lexington.....	0	1	1
Charleston....	0	0	0	Marion.....	0	0	0
Cherokee.....	2	0	2	Marlboro.....	1	0	1
Chester.....	2	1	3	McCormick.....	0	0	0
Chesterfield..	1	0	1	Newberry.....	1	0	1
Clarendon.....	0	0	0	Oconee.....	0	0	0
Colleton.....	2	0	2	Orangeburg....	0	2	2
Darlington....	0	1	1	Pickens.....	0	1	1
Dillon.....	0	0	0	Richland.....	1	1	2
Dorchester....	1	0	1	Saluda.....	0	0	0
Edgefield.....	2	1	3	Spartanburg... 11	3	14	
Fairfield.....	1	0	1	Sumter.....	0	1	1
Florence.....	2	0	2	Union.....	3	0	3
Georgetown....	0	1	1	Williamsburg..	0	0	0
Greenville....	3	0	3	York.....	2	2	4

GRADUATES OF 1986

Deaf School

James Jonathon Anderson
 Tammy Ann Bailey
 Pamela Joe Ballenger
 David Bennett
 Sharon Denise Bennett
 Shelia Regina Bennett
 Donald Gibson Brant, Jr.
 Edward Junior Broderick
 Johnny Wayne Brown
 Larry Brown
 Leroy Covington, Jr.
 Mark Thomas Delage
 Anthony Brian Eaddy

Ruth Elizabeth Johnson
 John Edward Kelly
 Frederick John Kiley
 William Brian Killion
 Randy Mark LaCount
 Cammy Susan Lawter
 Kenneth Steven Lipsey
 Efrain Alicea Morales
 Angela Yvonne McCullough
 Yvonne Cynthia Pugh
 Lori Lynn Turner
 Billy Robert Weiters
 carman Scharmaine Wilson
 Kimberly Lynn Wise

Blind School

David Eugene Barber
 Jeffrey Byrd
 Deborah Dawn Irick
 Daniel Badger Frye (Spartanburg High School)

Thomas McCrorey, Jr.
 Desiree Jeanne Thomason

Multihandicapped School

Jeffrey Douglas Arnette
 Machell Ann Covington
 Billy Elmer Duncan, Jr.
 Sherri Ann Ethridge
 Dana Collette Jackson
 Zina Lorraine Jones
 William Travis Kerce

Darrell Bramlett Moore
 Susan Inice New
 Ronald Lorenzo Pooler
 Garry Scotty Privette
 William Marshall Smith
 Donald Townsend
 James Anthony Wesley

Number of Graduates

Blind.....	6
Deaf.....	28
Multihandicapped.....	14
TOTAL.....	48

Number of Graduates Receiving Scholarships to Attend College

Blind.....	1
Deaf.....	8
TOTAL.....	9

